

NATIONAL CONGRESS BULLETIN

SEPTEMBER 1944

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Monthly Memo TO: Local Presidents

WHAT will this year of parent-teacher activity mean to the homes and schools of your community? Will it bring better things to your children? This is what you and your fellow officers have been deciding while you have been planning the year's activities. May I tell you again, as I have before, that *you* are the important people in parent-teacher work because you are close to the membership and responsible for the interpretation of our objectives to those in your locality? And may I make several suggestions to you?

- Keep your members informed.
- Keep your members busy.
- Watch for potential leaders and help them develop their special qualities.
- Provide timely topics for discussion and study. The material in the *National Parent-Teacher* will be helpful.
- Remember that both parents and teachers should get something of value from each meeting.
- Never forget that our work has two aspects. The individual child is very important to us, and our planning must include recognition of his needs and problems. Then, too, each person, each child is part of his community, and to bring certain benefits to all, we must have group and community action.
- Keep within our own broad areas of work. Test each suggested activity by our Objects; if it does not help to carry out any one of them, then it belongs to some other organization.
- Delegate your work; it is impossible to do everything yourself. Help others to grow by sharing the work with them, even though it may sometimes seem easier to do it yourself.
- Have as your goal "Every home in membership," not alone for the sake of numbers but because every home needs close contact with the school and vice versa.



Postwar Is Now—We have been talking for a long time about postwar needs and what we will do "in the postwar era"; but in a very real sense we are now in that era. If you have made gains along the lines of health, recreation, child care, and so on, won't you try to keep them as part of your permanent program? If you have been

postponing some projects until later, now is a good time to get them started.

Canadian Federation of Home and School

—One of the great pleasures I have had this summer was my visit to the national convention of the Canadian Federation—our sister organization—at Montreal, August 22–25. The national president and first vice-president of the Canadian Federation attended our meeting in New York and participated in it, and mine was a return visit.

I was interested to see how similar are our aims and our problems, in spite of some surface differences. The Canadian Federation is somewhat younger than our organization and has a smaller membership. However, there was the same serious interest in all that pertains to child welfare as well as a fine and close cooperation between educators and parents.

They hope for closer contacts with our states that border on Canada. For instance, in the Far West our Washington State Congress and the British Columbia Federation have met, together for a number of years; perhaps other border states can do likewise. Their president, Mr. L. A. DeWolfe, tells me that he is to attend our Maine convention, and frequently representatives from

Ontario attend the New York State convention. We hope for more of these across-the-border contacts.

National Congress of Colored Parents and Teachers

—While I was meeting with our Canadian friends, our first vice-president, Mrs. L. W. Hughes, was serving as our representative at the national meeting of the National Congress of Colored Parents and Teachers at Nashville, Tennessee. Mrs. Anna M. P. Strong, their president, attended our meeting in New York and spoke at one of the evening programs.

Our friendship with this group is of long standing. Several people have written lately asking about this organization and the location of its various associations. The work of the N.C.C.P.T. is confined to those states that have separate school systems for negroes and whites. Elsewhere all colored parents and teachers belong to our National Congress, and we have many fine associations in those localities where there is a large colored population. In fact, we are proud to say that we have people of all races in our membership.

International Federation of Home and School

—Just as we claim people of all nationalities and races, so many other countries have some form of organized home-school cooperation. Before the war there was an International Federation of Home and School to which some 34 nations belonged. This Federation has not functioned during the period of the war, but Canada is interested in joining with the United States to revive it. We hope that it will again be an active organization before our fiftieth anniversary in 1947 and that our Golden Jubilee can be international in scope. It is with gratification that we remember that "All Children Are Our Children" and that we are one group that should stand firmly against racial prejudice, intolerance, and bigotry.

With every good wish for 1944–45.

Minnetta A. Hastings

President
National Congress of Parents and Teachers





THE *Physical Fitness* CAMPAIGN



BY NOW all of us have heard and read about the appalling figures compiled by Selective Service to focus attention on our naive belief that all Americans are in superb physical condition. More than 25 per cent of young men in their teens have been rejected from the armed services because they were physically unfit, and up to December 1943 more than 3,000,000 men of draft age had been classified as 4-F. There are other grim sets of figures, too—all attesting to the fact that despite our programs of physical education, despite the emphasis on sports and athletics during the last 25 years, despite advances in medicine and public health, we are by no means the robust nation we like to think we are.

TOWARD NATIONAL FITNESS

The Federal government, however, has not waited for the war to end before taking steps to remedy this condition. On April 29, 1943, by administrative order, a national Committee on Physical Fitness was established in the Federal Security Agency. At its first meetings this Committee defined the term *physical fitness*, studied ways and means of promoting it throughout the nation, and appointed a national Council on Physical Fitness to act in an advisory capacity to the Committee. The Committee also agreed to avoid becoming too complex an organization by limiting itself to a small working group and setting up subcommittees in the Council to study the problems in specific fields. Mrs. William A. Hastings, president of the National Congress of Parents and Teachers, is a member of the Council as well as of the subcommittee on schools and colleges.

A WORKING DEFINITION

What is physical fitness? The Committee has defined it as follows:

1. A fitness that will result in a minimum of disability due to sickness of any type
2. A fitness that will assure the ability to perform our tasks, whether military or civilian, efficiently and well, within the limitations of the human body
3. A fitness that will result in the ability to recover rapidly from fatigue and exhaustion

4. A fitness based on an ideal that will demand a continuous effort on the part of individuals for an appearance representative of a high degree of health and vigor as well as a pride in rugged endurance

5. A fitness based on sound home, school, and community training that produces well-disciplined individuals who reject soft living and take pride in physical vigor

6. A fitness resulting from self-discipline and inner propulsion rather than compulsion from outside

What measures, according to the Committee, should be taken to achieve these high standards in the nation as a whole?

1. Adequate medical supervision and services for the correction of remediable defects
2. Proper nutrition
3. The practice of personal hygiene, including adequate rest and sleep
4. Healthful living conditions

THE CAMPAIGN BEGINS

To discuss how to carry out these measures, the Committee called a conference at Washington, D. C., in July. Mrs. Hastings attended.

Her account of the meeting brings to light gratifying evidence that the health problems to which the parent-teacher organization has devoted its energies for 47 years are now being recognized and attacked in this wartime campaign. In commenting on the conference, Mrs. Hastings says:

"The report of the school and college subcommittee began with the recommendation that every child have a complete physical examination before beginning school in the fall and that remediable defects be corrected. Step by step the program outlined objectives for which we have worked these many years. It includes those things mentioned in the health section of the 1944 Convention Findings and closes with the recommendation that funds be allotted to the Office of Education for a staff capable of giving national leadership in health and physical education in our public schools. (This is a new item on our own legislation program.)

"The campaign opens September 1, and the slogan is *Be Fit*. You will see it everywhere, used by all sorts of people, because each group is a channel by which to reach a segment of the population. This is a campaign in which we should cooperate wholeheartedly."

THE P.T.A. HELPED TO PAVE THE WAY

The parent-teacher organization was one of the few nonprofessional groups invited to the conference, and due recognition was given to the fact that we have demonstrated the infinite possibilities in home-school health programs. A review of our records shows that at the historic 1897 convention of the Congress of Mothers, one of the topics was "Mothers' Relation to the Sound Physical Development of Youth." From that year until 1910 the Congress was preoccupied chiefly with the health of infants and young children, for infant mortality was beginning to be recognized as a major social problem. The fruits of their labors may be perceived today in the far-reaching national programs for maternal and child welfare.

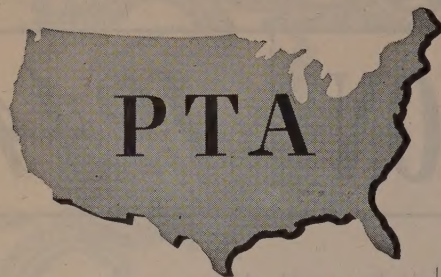
From 1911 to 1929 the health program of the N.C.P.T. was expanded to embrace the physical and mental welfare of children of all ages. The Summer Round-Up is still an effective phase of Congress work. In this period, too, the Congress began its championship of wholesome recreation for children and adults alike. Many large-scale recreational programs, as well as many more community playgrounds and supervised recreation centers, have become part of the everyday life of the nation through the efforts of the P.T.A.

Since 1930, as the organization itself has spread and flourished far beyond the boundaries of home and school, so have our child health activities expanded. Though still a pioneering group, the N.C.P.T. has cooperated more and more with other groups in communities, in the states, and in the nation.

Therefore, as we plan to participate wholeheartedly in the new physical fitness campaign we can allow ourselves some measure of self-congratulation for our own foresight. Through the years we have consistently and wisely worked to raise the health level of the nation's children. Once more, then, we are in a position to encourage a program that embodies our highest hopes for the good life not only of our children and all children but of every single person in this great body of communities that is America.

1944

Syrinetta A. Hastings!



Legislation PROGRAM

FOR 1944-1945

ADOPTED BY THE BOARD OF MANAGERS OF THE NATIONAL
CONGRESS OF PARENTS AND TEACHERS, MAY 25, 1944

I. POLICIES

1. Local Control

In all Federal child welfare legislation we recommend the inclusion of provisions that will insure maximum local control.

2. Federal Grants-in-Aid

In all Federal grants-in-aid to states we support provisions that will place their administration in whatever regularly constituted Federal, state, and local agencies are best qualified in their respective fields to administer them.

3. Education

We believe the integrity of our free public school system should be maintained and strengthened. To that end we support the policy that any or all programs of an educational nature should be channeled through the U.S. Office of Education and thence through state and local departments of education, and that these programs should be administered with a maximum of local control. Any other programs operating in the schools should be integrated into the regular school curriculums and should be administered as outlined above.

4. Federal Aid for Education

- (a) We believe that Federal funds should be appropriated for the purpose of equalizing educational opportunity among the several states, with provisions insuring
- (1) distribution according to need, such need to be determined on the basis of established facts, which shall serve as a foundation for a specific formula for apportionment; (2) maximum local and minimum Federal control; and (3) encouragement to the states to put forth their highest effort to equalize educational opportunities within their own boundaries. This aid should include funds for libraries and for the education of handicapped children.
- (b) We believe that Federal funds should be appropriated to give aid

in the construction of school buildings, after competent, approved surveys.

- (c) We believe that Federal funds should be used to provide educational opportunities for the children of government employees on federally owned property.
- (d) We believe that Federal funds should be used to provide, through the U.S. Office of Education, for adequate programs of health and physical fitness for boys and girls during their elementary and secondary school years.
- (e) We believe that Federal funds should be used for such programs of adult education as affect the welfare of children and youth.

5. Vocational Education

- We recommend the increased control of vocational education by state departments of education, so that vocational and general education may be effectively integrated.

6. Emergency Aid for Community Facilities

In connection with further appropriations for so-called community facilities, we recommend that investigations to determine the need for educational, health, or other technical facilities be conducted by the Federal agencies best qualified to recognize needs in these respective fields and that funds be earmarked for the use of each such agency to render this service.

7. Merit System

We recommend the extension of the merit system for civil employees, both state and national.

8. Disposal of Surplus Materials and Supplies

We believe that unneeded educational, medical, and recreational materials and supplies purchased by the Armed Forces should be released to the proper public agencies—local, state, and national—for use in developing programs of education, health, and recreation throughout the United States.

II. ACTIVE PROGRAM

Child Labor

We support:

1. Ratification by the states of the child labor amendment
2. Such Federal legislation as will give the necessary protection to child workers, with special emphasis on the establishment of
 - (a) A basic minimum age of 16 for employment
 - (b) A higher minimum age for employment in hazardous occupations
 - (c) A minimum wage provision for minors

Adequate Support of Certain Federal Offices

We support adequate appropriations for the following Federal departments, offices and agencies:

1. U.S. Office of Education (including a division of creative arts and a radio division), Federal Security Agency
2. Bureau of Human Nutrition and Home Economics, U.S. Department of Agriculture
3. Children's Bureau, U.S. Department of Labor
In addition to appropriations for regular divisions of the Children's Bureau, we urge adequate appropriations for emergency maternal and infant care for the wives and babies of servicemen, without any hampering restrictions that may deny the Children's Bureau the right to set standards for medical service.
4. Cooperative Extension Home Demonstration, U.S. Department of Agriculture
5. U.S. Public Health Service, Federal Security Agency
6. Food and Drug Administration, Federal Security Agency

Safety

We support legislation for the development of a postwar highway program designed to facilitate safe and economical transportation.

Farm Security

We support the continuance of basic principles of farm security, including supervision and guidance to families, in whatever agency into which this program is put.

Specific Bills

We support:

1. The Thomas bill, S.1130, providing for day care of the children of working mothers; the bill has passed the Senate and has been referred to the House Committee on Education, which has refused to have any hearing on it
2. The two Federal-aid-for-education bills, S.637 (Thomas-Hill) and H.R.2849 (Ramspeck)
3. S.1824 (Smith-Ellender) and H.R. 4777 (Outland), companion bills, providing for permanent school lunch programs channeled through the U.S. Office of Education and state and local departments of education
4. H.J. Resolution 241 (Judd), "requesting the President to urge upon the governments of those countries where the cultivation of the poppy plant exists, the necessity of immediately limiting the production of opium to the amount required for strictly medicinal and scientific purposes" (Passed by Congress since the May 1944 Board meeting) Now Public Law No. 400
5. S.1851 (Thomas of Utah) and H.R.4615 (Bulwinkle), companion bills "to establish, for the investigation and control of tuberculosis, a division in the Public Health Service, and for other purposes" (Passed by Congress since the 1944 Board meeting)

We oppose:

1. Any bill providing for the drafting of seventeen-year-old boys for military service until more effective use is made of available man and woman power
2. H.R.1806 and H.R.3947 or any like measure committing the nation at this time to a program of postwar military training

III. INACTIVE PROGRAM

International Peace

We support legislation that embodies the following principles:

1. Adequate machinery to insure international peace
2. Full participation by the United States in the establishment and maintenance of an organization dedicated to this end

Measures for Which No Legislation Is Pending at Present

We support:

1. Measures to abolish the compulsory block-booking and blind selling of motion picture films
2. The general trend toward grade labeling of products, and we oppose the selling by grades of products that cannot be packed by grades

We oppose:

1. The advertising of intoxicating liquors
2. The legalizing of a national lottery

IV. RECOMMENDATIONS FOR STATE CONGRESSES

Laws Governing the Adoption and Guardianship of Minors

On the basis of serious lacks, abuses, and inequalities discovered in the prevailing system of adoption and guardianship, as revealed by survey reports submitted by the state congresses of forty-three states, the Board of Managers of the National Congress, at its meeting held in September 1942, recommended that the legislation committee of each state congress appoint a special subcommittee to find out whether or not the state laws contain the following provisions:

1. Prevention of indiscriminate placing of children
2. Establishment of a trial period before entering the order of adoption
3. Mandatory investigation, by trained workers, of the adoptability of the child before his final transfer into an adopting home
4. Mandatory investigation, by trained workers, of the propriety of the adopting home
5. Action to make available to the court in all cases, and to the attorneys in contesting cases, the report and recommendations of the investigating social agency
6. Requirement that the birth certificate omit any reference to a child's legitimacy or adoption
7. Prevention of the indiscriminate advertising of children for adoption

The Board further recommended that: (1) if any one of the aforementioned provisions is lacking, a committee including representatives of the bench, the bar, the medical profession, and welfare and child-placing agencies submit suitable amendments for the next session of the state legislature; (2) that, when new state laws are to be drafted, specialists in this field be consulted (refer to the Children's Bureau, U.S. Department of Labor); and (3) that the promotion of activities directed toward improving the laws covering adoption and guardianship be made a nation-wide parent-teacher project.

Price Control Plank in Its Platform

WAR activities are still vitally important in the parent-teacher program. At an afternoon panel during the state meeting of the Alabama Congress of Parents and Teachers, the problems of price control and inflation were discussed with a view to planning the work for the coming year.

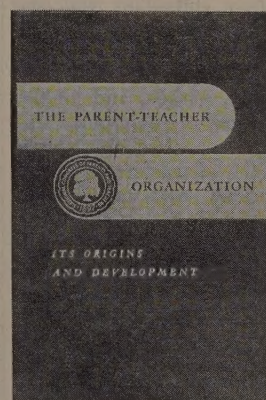
Mrs. J. T. Bristow, state chairman of legislation and public welfare, urged the support of all government price control measures. She reminded the members that homemakers especially should study current regulations of the OPA and help enforce them in every way possible.

In the state platform the following plank was included: "We believe in democracy as a way of life and a basis for government. In order to secure better practices of democracy and a more truly representative government we will encourage: . . . 5. Support of our government's effort to control inflation and to insure fair distribution of our nation's available goods."

"The Great Decision"

The Commission to Study the Organization of Peace recommends to all P.T.A. members a recent important book on plans for the postwar world—*The Great Decision* (Macmillan; \$3.00) by James T. Shotwell, historian and authority on international relations. "The argument of this book," says the author, "is that our victory over the Axis powers can be made a victory over war itself, if we bring to the support of peace the same kind of realistic strategy which we devote to war."

Does your town, city, or county library have a copy of this book on its shelves?



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Announcing

The First Thirteen Broadcasts of the 1944-45 National Congress Radio Program:

THE BAXTERS

- September 30, You're on the Team
 October 7, Safe and Not Sorry
 October 14, It's Patriotic To Be Well
 October 21, Emotions at Ease
 October 28, When Father Comes Marching Home
 November 4, Education First
 November 11, Dollars for Freedom
 November 18, Playtime Is Grow Time
 November 25, Children Learn About Life
 December 2, Dial and Screen
 December 9, Bud Learns About Self-Management
 December 16, When a Child Is Different
 December 23, On the Spiritual Side

Time—1:30 p.m., Eastern War Time
 Day—Saturday
 Over—NBC stations

Our National Congress radio program combines sound parent education with good family entertainment. When we want to be entertained most of us look for a certain lightness of touch, a gaiety and humor that lift our hearts and make us say to ourselves, "Surely it's not such a bad world, after all." And these the Baxters give us. The antics of Bud, Janie, and Sandy and their wholly spontaneous and often ridiculous remarks provoke our appreciative chuckles.

Yet good entertainment holds not only humor but tragedy, pathos, and all the deep-lying emotions of mankind. Indeed the strongest appeal of any drama lies in the way the characters face and solve problems that seem to threaten their happiness and their security. The Baxters' everyday life is by no means continuously smooth. Trouble, perplexity, conflict, tears, anger—all find their way into the home of this real-life family.

When you tell your friends about the Baxters—when you organize your P.T.A. listening groups for Saturdays—do not say that this program is "good" for them. It is, of course, but it is far more than that. It is good entertainment for the whole family.

As heretofore, the value of the program for parent education will be presented by the editor of the *National Parent-Teacher* magazine, who will be heard as "The Voice of the P.T.A."

MEETING OUR PROGRAM NEEDS

Increased Attendance Reported

PARENT-TEACHER leaders who are offering study and discussion features immediately following the business sessions of their monthly meetings are getting increased attendance. They are finding that more parents will come to the meetings if they know they are going to have a chance to discuss problems in which they are personally interested. This desire to talk things over together has created a new demand for sound, reliable program material. So many requests have come to the Congress for such material that National officers, chairmen, and editors have pooled their skills and experiences to produce programs that will meet the needs of all local associations.

Three Programs Suggested

Three programs are presented on page 7 of this *Bulletin*. One is for high school groups, one for grade school P.T.A.'s, and one for the parents of preschool children. The articles and chapters from which they are derived have been prepared for the organization by the country's outstanding specialists in the fields represented.

Community Life in a Democracy, the book from which the high school program is taken, contains 191 questions that can be used by a leader to stimulate discussion. The other two programs are based on timely and important articles in the *National Parent-Teacher*. Each issue of the Magazine for 1944-45 will contain study outlines that can be followed easily by group leaders. It is suggested that the study program in the September issue be used at the October meeting, the one in the October issue at the November meeting, and so on. This procedure will allow sufficient time for leaders to plan programs well in advance.

Leaflets Available Free

The National Congress has prepared attractive leaflets that list and briefly describe the subjects to be discussed—all of them up to the minute, practical, and of universal appeal. Any local association that plans to undertake one or all of the three programs can secure a supply of leaflets free from the National Office. The only charge that will be made for any of the study materials is the cost price of the publications—\$1.00 for the book and \$1.00 for a subscription to the Magazine. Many associations have already raised enough money to furnish the local president, program chairman, and study group leader with working copies of *Community Life in a Democracy* and current issues of the *National Parent-Teacher*.

You can rely on this program service because the materials were selected and prepared by those who are most interested in you and in your work—your own National leaders and editors.

For further information about the programs announced on the opposite page, write to the National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago 5, Illinois.

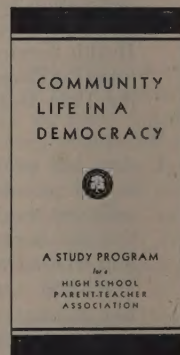
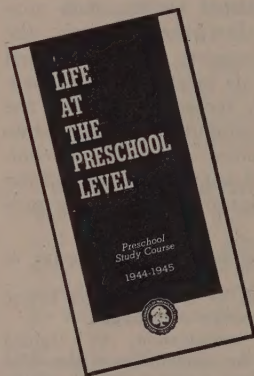
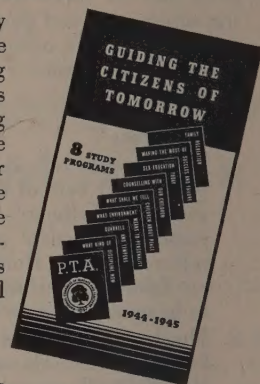
EXTRA COPIES AT COST PRICES

These new leaflets have become so popular that we have arranged to supply them at cost to local associations that want extra copies to distribute to prospective members:

Ten Good Reasons for Joining the P.T.A.

What Parent-Teacher Membership Means to Every Parent and to Every Teacher
 General Information about the National Congress of Parents and Teachers

Copies may be secured from the National Office at 40 cents a 100 or \$3.50 a 1000. All orders must be accompanied by remittance and must give the name of the P.T.A. together with the name and complete address of the person who is to receive the material.



SUGGESTED *Study Programs* FOR P.T.A.'S

HIGH SCHOOL

Community Life in a Democracy

1. Our Town.

A talk by a prominent citizen telling of the growth, characteristics, and aspirations of "our town." An analysis of the needs of the community based on a survey conducted during the summer months. (See chapters II, XIX, and XVI.)

2. Social Welfare in Our Town.

What social service is the community providing for children and youth? What extension of service is desired? How may the P.T.A. cooperate? (See chapters VII, II, XIII, and XII.)

3. Linking the Schools with Life.

To what extent are the local schools meeting the educational needs of the young people of the community? Is our educational system truly democratic? What provision is there for continued education? (See chapters IV, X, XI, and XVII.)

4. Religion and the American Dream.

The important place of religion in the American way of life; a source of strength for a troubled world. (See chapter V.)

5. The Unifying Bonds of Recreation.

What is the community's responsibility for a program of recreation? What groups of citizens particularly need the service? What should be the goal of the recreation program? How may it be financed? (See chapters XIV, VIII, and XVI.)

6. The P.T.A. Keeps Faith with Our Town.

A review of the services of the organization; plans for future service; a tribute to P.T.A. leaders—local, state, and National. (See chapter XVIII.)

7. The Community Watches Its Step.

Survey of the accident situation in the community; developing a program of safety for the community; public safety; home safety. (See chapter XV.)

8. Life Takes the Family Pattern.

How do families affect communities? What is the ideal pattern for the democratic home? How are war conditions affecting home life in our community? (See chapters III and II.)

9. Health for Democracy's Children.

What are the essentials of a child health program in the home, school, and community? What responsibility has the community for the health of its children? How may the P.T.A. assist in this field? (See chapter IX.)

10. Treasures for the Taking.

Are the library services in the community adequate? Are they known and utilized? Reading as a recreation and as an escape from the worries of war (See chapter VI.)

GRADE SCHOOL

Guiding the Citizens of Tomorrow

1. What Kind of Discipline Now?

The increase in behavior problems at school and the rising rate of juvenile delinquency have made us acutely aware of children's difficulties in adjusting to wartime conditions. Many parents are wondering whether or not a different kind of discipline would have better prepared children for the problems of present-day living.

2. Quarrels and Tempers.

The child who is constantly engaged in quarrels and fights presents a problem at home and at school. What causes his aggressiveness? What place does it have in the building of citizens for tomorrow's world?

3. What Environment Means to Personality.

We all realize that healthy, well-fed children of school age have a great deal of energy. We realize also that it is not a simple task to direct this energy into constructive channels. But the personality cannot grow at its best unless it has work and play that are challenging and worth while. What kind of play materials and recreational facilities provide this necessary challenge?

4. What Shall We Tell Children About Peace?

The child of school age is struggling to achieve self-respect and a feeling of personal worth. How can we stimulate him increasingly to make his decisions in terms of things that are worth while, things representing the fundamental values that are ageless?

5. Counseling with Our Children.

Practically every parent realizes that life presents many questions to which there are no single answers. How can parents and children work together to arrive at certain necessary solutions when neither knows the answers?

6. Sex Education Today.

Many people are predicting that after the war there will be chaos in the relation between the sexes. What kind of foundation would be most helpful to a child so that he will be able to deal successfully with sex problems?

7. Making the Most of Success and Failure.

Failures and successes may be helpful or harmful depending on the child's attitude toward them and the frequency with which he experiences them. It is inevitable that he will experience both. How can we help him to gain from these experiences?

8. Family Recreation.

During the war and for some time after we shall have the problems of vacationing without a car and without many other things we used to take for granted. A plan of recreation in which all the family participates has many values for growing children. How can an effective program of family recreation be built up?

PRESCHOOL

Life at the Preschool Level

1. Young and Healthy.

Healthy minds in healthy bodies are what we want for all children. What can be done in the preschool years to lay the foundations of good health?

2. How "Bright" Is This Child?

What has actually been measured when we find the I.Q. of a young child? What is its significance? How may it help us to guide him as he develops in these early years?

3. How the Family Helps or Hinders.

The child's first important relationships are those with his own family. They make him feel *secure* or *insecure* in his world. If these relationships are good, they help the child in making all his later adjustments; if they are unsatisfying, they may handicap him throughout life.

4. What Will Santa Claus Bring?

Parents should give thoughtful consideration to the play materials they provide for their children, just as they do to the schools to which they send them. Both constitute environments that vitally affect a child's development.

5. Is Obedience What We Want?

What kinds of behavior should we insist upon from children of preschool age? What freedoms should they have? Let's work out a sound balance of freedom and discipline at this level.

6. What Is the War Doing to Our Children?

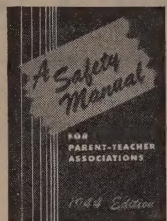
Probably no group of human beings the world over has been more affected by the war than children of preschool age. We must try to understand the effects of war on little children so that we may give them the greatest protection possible during these critical years.

7. The A B C of Emotions.

Every child has to learn the art of making friends. Learning to get along with others is a gradual process, and the child's emotional development plays an important role in his social adjustments.

8. Stepping Up to the School Level.

Almost before we realize it, the toddler is ready to climb upwards. He takes a very important step up when he starts to school. What should we do to help him get ready for this great new adventure?



NEW SAFETY MANUALS ARE READY

The new *Safety Manual* — 128 pages of superlative help in the form of facts, instructions, and suggestions to insure safety—is off the press and ready for distribution. A free copy of this *Manual* will be sent to every local safety chairman who asks for it. The request—countersigned by the local president—should give the name of the P.T.A. and should be addressed to the National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago 5, Illinois.

Clothing Kits for Refugee Children

OVER 35,000 refugee children have escaped to Sweden from occupied countries and 600 more are arriving there every week. These children are being fed, but thousands face the prospect of a long winter without adequate clothing. Add to these thousands, the tens of thousands of children in the countries now being liberated by Allied armies, and the need becomes an imperative demand.

The *Save the Children Federation, Inc.*, 1 Madison Avenue, New York 10, New York, has already met this challenge by sending to Stockholm kits of necessary clothing for children up to 5 years of age. Each kit contains essential articles not obtainable in Europe and is labeled with the age and sex of the child for whom it is intended. The donor's name and address are also attached so that the child's mother can express her gratitude.

The Federation, however, needs more help from the parents of America. Parent-teacher leaders and members who are interested in the work of this group may want to set up sewing projects to remodel their own children's clothing or to prepare the kits from new materials. Patterns and explicit directions for using them, as well as an itemized list of the articles to be included in each type of kit, may be obtained from *Save the Children Federation, Inc.*, at the above address.

"How soon should we send in our renewal subscriptions to the *National Parent-Teacher*?"

At least a month in advance on account of the paper shortage. We now print only as many copies of each issue as we are sure we will need for subscribers. Surpluses for free sample uses and other purposes are out for the duration. So the sooner you send in your renewal order, the better.

Talking Points FOR YOUR MEMBERSHIP ENROLLMENT

- Child welfare is the goal of the P.T.A. It is also the goal of all parents everywhere. By joining an organized P.T.A. group, parents multiply a thousandfold the effect of what they do in behalf of their own children.
- Parents can depend on P.T.A. leadership and continuity of effort to link their own contributions for children's health and happiness with the contributions of others.
- Through membership in a Congress P.T.A., parents may take part in child welfare work on a nation-wide scale, enjoying the special assets of an established national organization—National conventions, field service, cooperative relations with groups in allied fields, contacts with national leaders, printed aids, and constructive publicity.
- The P.T.A. provides a unique opportunity for a child's parents to share his school life—to know his teachers and to become familiar with methods and activities used in the classroom.
- In the P.T.A. parents and teachers work together to build a mutual understanding of the problems of home and school.
- The P.T.A. helps its members, as interested taxpayers and loyal supporters of the school, to keep abreast of changes in the school's curriculum, to know and understand its personnel policies, to secure information about its financial needs, and to study the laws that govern public education.
- The P.T.A. sponsors study courses and programs in parent education that make available the best current material on child care and development, home and family life, citizenship, community betterment, and home-school cooperation.
- A P.T.A. that belongs to the organized national network of more than 28,000 local associations can make the full strength of its membership felt when there is need to unite on some measure affecting the welfare of children and youth. Congress P.T.A. groups have immediate access to legislative information compiled by the chairman of the National committee on Legislation. (The National chairman is assisted in securing and distributing this important legislative information by a special parent-teacher committee in Washington, D. C.)
- The variety of P.T.A. projects in child health and nutrition, mental hygiene, recreation, character education, and so on, offers opportunity for parents to develop many of their own interests and talents as they actively support a worthy cause.
- Parents who realize that a good home is an essential but only a fractional part of their children's environment will find that P.T.A. membership places them in the vanguard of all groups acting for community betterment.
- Patriotic parents can take pride in their participation in the splendid war program conducted by the P.T.A. membership.
- Parents may enlarge their circle of friends and acquaintances and enjoy the pleasures of good fellowship through membership in the P.T.A.
- The P.T.A. that belongs to the National Congress of Parents and Teachers is the local anchor of a civilian army of more than 3,000,000 men and women whose child welfare defense line has never been flanked or undermined by any subversive force.
- The P.T.A. is one organization that has no axe to grind. Represented in it are the fathers and mothers of millions of American children. These men and women serve their associations without pay and devote themselves wholeheartedly to improving the lot of all children in all the communities of this nation.

